

Environmental Education Grant Program

Guidelines for Application*

Competitive Grants
Fiscal Year 2002-2003

Postmark Deadline

For Application:

May 15, 2002

*For additional copies please visit our

Web site at: www.cde.ca.gov/cilbranch/oe

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GUIDELINES FOR APPLICATION^{*}
for
COMPETITIVE ENVIRONMENTAL
EDUCATION GRANTS
Fiscal Year 2002-2003

Fiscal Outlook

Funds Allocated for the Environmental Education Grant Program
in the Governor's Preliminary 2002-2003 Budget: \$800,000
(at press time)

Budget Allotments

Competitive Grants: \$300,000
State Priority Grants: \$420,000
Grant Program Support: \$80,000

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I. DESCRIPTION OF THE ENVIRONMENTAL EDUCATION GRANT PROGRAM

This booklet contains information on the Environmental Education Grant Program (EEGP) that is administered by the Office of Environmental Education (OEE) within the California Department of Education (CDE). The guidelines describe the specific application procedures, as well as the background, philosophy, and priorities of the grant program for the 2002-2003 fiscal year.

A. Legislative Policy

The EEGP was established through the Conservation Education Act of 1970 (Education Code Section 8700 ff). This act directed the CDE to establish a Conservation Education Service (the Office of Environmental Education), currently placed within the Mathematics and Science Leadership Unit. The OEE is charged with promoting effective local programs through environmental education grants and other services. Each fiscal year, new funds are transferred to the CDE EEGP account based on recommendations from the Resources Agency and approval of the Legislature and the Governor.

The California Legislature found and declared in Education Code 8703 that:

“...without appropriate long-term funding, and without effective programs to encourage efforts and innovations at the school district level, and without needed materials and meaningful outdoor study opportunities, conservation education will remain a stepchild in the crowded family of public education.”

The goal of the EEGP is to fulfill the spirit and intent of Section 8705 of the Education Code, which declares that:

“...conservation education should be a means of achieving an educational philosophy that will help each student develop a healthy attitude of personal responsibility toward his environment and its resources and provide him with the concepts, the knowledge, and the skills needed to contribute meaningfully to the decision-making process on issues involving the environment and its resources.”

The Legislature further recognized the fundamental importance of students developing environmental literacy by stating in Section 8706 of the Education Code that:

“...in all grade levels, environmental facts should be taught as they relate to each other, rather than as isolated bits of information, and that students should become aware of the interrelated nature of living processes, gain an understanding of the ecological relationships and of the effect of human activities upon these relationships, and become sensitive to the interdependence of man and natural resources.”

The aforementioned policies are reflected throughout the CDE “Point of View on Environmental Education” on pages 12 through 17. All grant proposals should be consistent with the “Point of View” and the three goals of environmental education.

B. Enabling Legislation

The CDE is assigned by the Legislature with the following powers and duties (Education Code Section 8722):

1. To assist school districts, community college districts, and county superintendents of schools in preparing teachers to present concepts of conservation; the effects of pollution and major land alterations on ecological systems; and the factors affecting the quality of the environment.
2. To cooperate with and assist community colleges, state colleges, and the University of California in the development of pre-service programs designed to prepare teachers to present concepts and facts relating to conservation, the effects of pollution and major land alterations on ecological systems, and factors affecting the quality of the environment.
3. To assist school districts, community college districts, and county superintendents of schools in the development and/or acquisition of materials relating to the wise use of resources and environmental issues.
4. To assist districts in the development of educational curriculum and educational opportunities for students relating to the conservation of resources, factors affecting ecological systems, and the quality of man’s environment. Such opportunities may include, but shall not be limited to: the development of outdoor education programs, nature centers, conservation and wildlife education camps, and participation in field trips.
5. To establish and maintain a central library and repository for conservation education materials pursuant to Article 3 (beginning with Section 8730) of this chapter.

C. General Information and Application Requirements

Competitive grants for environmental education are available in five categories that address various types of needs, goals, and objectives. These grants are: Mini (up to \$5,000); Networking (up to \$8,000); Implementation (up to \$15,000), Interdisciplinary Programs (up to \$15,000), and Site/Facilities (up to \$15,000). An in-depth discussion of the purpose of each of these grants is provided in Section F: Competitive Grant Categories. Grants in each category must reflect the philosophy of the “Point of View on Environmental Education” and the Goals of Environmental Education and Recommendations for Action. There is no “quota” or percentage of grants awarded to each competitive grant category; each proposal is evaluated on its own merit.

The funds provided for competitive grants are intended as “seed money” to allow a program to become established and enable an organization to secure funds for continuing the program in the future. Projects are expected to continue to benefit the target audience after the grant funds have been expended. Proposals that do not explain plans to obtain future support over the next two to five years have less chance of receiving funding from the CDE.

In order to qualify for grant funding, the applicant agency must provide verification of matching funds that meet or exceed the amount of funds being requested from the CDE. These matching funds may be in the form of monetary support, in-kind services, and/or equipment, and must be used during the grant timeline established by the EEGP (see page 7). Examples of matching funds might include, but are not limited to: donated items such as plants, volunteer time from community members, or funding provided by the school, local organizations, or other agencies. Matching funds must be fully itemized and substantiated. For example, if an organization provides a speaker for a classroom event for a half-hour and the organization would normally charge \$20.00 per hour for that speaker, then this would be worth \$10.00 in matching funds. Your budget and letters of support should clearly indicate the breakdown of the support provided (see Attachments C and D). Letters of support, with the contribution clearly delineated from the agencies providing matching funds, must accompany any matching claims greater than \$100. For example, if a store is willing to donate \$1,000 in equipment for your project, the store should provide a letter, on official letterhead, and a specific statement of the fair market value of the equipment that is being donated.

Applications for the EEGP are available in early spring (available on the Web site at www.cde.ca.gov/cilbranch/oe or by calling (916) 322-9398); optional “Letters of Intent” (see page 26) may be postmarked between March 1 and April 1, to receive comments regarding the feasibility of funding a project. Competitive grant applications must be postmarked on or before May 15, 2002.

A team of highly qualified environmental educators evaluates all applications. Staff in the CDE further reviews those applications recommended for funding before they are submitted to the Deputy Superintendent of the Curriculum and Instructional Leadership Branch for final approval. Each applicant will receive written feedback in the form of a “Grant Review Funding Feedback Form” if the applicant will be receiving full or partial funding, or an “Environmental Education Grant Application Critique” if no funds will be awarded.

Grant funds are usually disbursed in the winter months. An Environmental Education project’s usual timeline involves planning in the summer and fall and implementation from winter to spring. If a project needs to extend beyond May 15, the applicant is welcome to request an extension into the coming fiscal year. There are no penalties for extensions; however, applicants cannot be awarded new EEGP funds until the project is completed and the final report is submitted.

1. Eligibility

In accordance with the Education Code, the following agencies and institutions are eligible for environmental education grants:

- a. Governing boards of any school district.
- b. County superintendents of schools or county offices of education.
- c. Community college districts.
- d. Regional conservation centers.
- e. Non-profit 501(c) 3 tax-exempt educational organizations.
- f. Other state and local agencies, including cities, counties, regional boards and commissions, and special districts.
- g. Public colleges and universities maintaining teacher education programs.

The state constitution prohibits the use of state funds, like those used for this grant program, for private, non-profit schools (California Code of Regulations, Article IX, Section 8). Private, non-profit schools are eligible for federal funds only. Businesses (other than non-profit) and individuals are not eligible to receive grant funds.

1. Applicant Effort

Applicants must demonstrate that:

- a. The applicant will make a significant contribution to the success of the project by fully matching or exceeding the amount of state funds requested.
- b. The applicant is aware of and will make effective use of materials, facilities, expertise, and other resources available from citizen conservation groups, governmental agencies, businesses, industry, and other sources.
- c. The applicant's in-kind contributions relate directly to this proposal. Applicant contributions might include: telephone or utility service; office space; professional, secretarial, custodial, or other services directly related to the project; site use; equipment; teacher release time; employee benefits; and/or administrative costs. These contributions must coincide with the planning and implementation of the project. Donations may be made at any time but must be spent or used during the same fiscal year as the proposed project.

- d. The proposal clearly and specifically states how the matching funds will be used to carry out the proposed project.
- e. The applicant sought and gained a broad base of community support. Community contributions might include: the work of community volunteers, donations of equipment, materials, consulting and other services, or funds; and/or use of facilities. Applicants should consult federal and state resource management agencies, conservation and professional associations, educational agencies, businesses, and industry for assistance in developing the community component of the project. Support should be well documented with letters from donors and volunteers stating the dollar value of the item or the time to be donated.
- f. Should the applicant submit more than one grant application, grant support letters should be project specific, clearly and uniquely verifying each effort.

3. Application Deadlines and Delivery

Applications may be delivered in person or by messenger to this office by 2:00 p.m., Wednesday, May 15, 2002. Do not fax your proposal. Late applications will be returned to the applicant. Mailed applications must be postmarked on or before May 15, 2002. Mail applications first class, certified, or express to:

California Department of Education
Office of Environmental Education
830 S Street
Sacramento, CA 95814
Attn.: Bill Andrews

In order to notify you that the application has been received by the CDE, please include a self-addressed, stamped postcard, which we will date-stamp and mail to the address above. Even if you use registered or certified mail, please enclose a postcard. If you do not receive postcard confirmation from CDE within two weeks of submitting your proposal, please notify the CDE immediately at (916) 322-9398.

4. Review Process

Those applications meeting the basic criteria will be read and evaluated by a panel familiar with effective environmental education programs and practices. This panel will deliberate, rank the proposals, and make funding recommendations to the CDE based on the criteria delineated in the Project Rating Sheet (see page 38). Staff and administration within the CDE also review the proposals recommended for funding. Expenditures should not be made nor actions taken to use state funds, until the applicants have been notified that the Deputy Superintendent has approved the grant award.

5. Curricular Priorities

Priority consideration will be given to projects that are based on or relate closely to the State Content Standards and Curriculum Frameworks.

After seven years of thoughtful development and rigorous field-testing, the CDE is prepared to provide up to \$5,000 per school site to implement *A Child's Place in the Environment*. This dynamic curriculum for elementary students aligns with three areas of the State Content Standards: Science, English/Language Arts, and History-Social Science. This literature-based six year series features a thematic, interdisciplinary approach that stresses constructivist pedagogy and authentic assessment. Grant funds may be used to purchase supplies, books, equipment, and pay for field investigations. Additional information on this curriculum can be obtained from Olga Clymire at the Lake County Office of Education at (707) 263-7249 or visit the Web site at www.acpe.lake.k12.ca.us (see also Section V: Resources for Environmental Education).

Additional examples of high quality environmental education curricula can be found in the Environmental Education Compendia Series described in Section V (many school districts and county offices of education have the Compendia Series which may also be found on the CDE Web site at www.cde.ca.gov/cilbranch/oe).

6. Project Completion

All projects must be completed by May 15, 2003 unless the applicant is granted an extension from the OEE. To request an extension, applicants must submit the appropriate Extension Request Form by May 15, 2003 (please contact the OEE at (916) 322-9398 for this form). A final report is required for all projects upon completion and must be submitted to the OEE postmarked by May 15, 2003. Applicants will receive the Final Report form and a reminder letter in April. If the report is not completed and returned within three months of the end of the grant period, a billing may be generated from the CDE for the entire amount of any grant funds advanced to the applicant (see the "Specific Assurances for Competitive Environmental Education Grants," on page 23). All unexpended grant funds must be returned to the CDE prior to the end of May, so that the CDE can redirect those funds for other environmental education purposes. Please notify the OEE in early May if you anticipate having leftover funds.

All final reports shall include:

- a. An account of the expenditure of all state grant funds (i.e., Final Budget Summary);
- b. A statement and documentation (e.g., pictures, news reports) of the accomplishments of the project;

- c. A description of the materials that were developed and the number of students/teachers served; and
- d. A list of strategies that will enable the project to continue to benefit members of the target audience.

In order to receive an environmental education grant the following year, all of the current year's funds must be completely expended and the final report must be submitted.

7. Applicant Assistance

Please see the schedule of workshops listed on the inside front cover page of this booklet. Each workshop provides an introduction to the "Guidelines for Application" of the EEGP and expert guidance on applying for funds. Some time is usually allotted for individual consultation. Call the contact persons listed to register and receive further information about these workshops.

D. General Timeline for Competitive Grants

February – March	Grant applications distributed
January – April	Application assistance workshops provided to the public. It is recommended that all applicants attend an EEGP workshop.
March 1 – April 1	Letter of intent period (optional)
May 15	Postmark deadline for application
May	Self-addressed postcards returned to applicants to confirm receipt of application
Summer – Fall	Review of grant applications
Fall – Winter	Funding Feedback Form/Critiques mailed to applicants
Fall – Winter	Official letters of notification of grant award mailed to grant recipients
Winter	Funds disbursed
Winter – Spring	State funds to be expended
April	Final report forms mailed to all grant award recipients
May 15	Postmark deadline for submitting Final Reports or Extension Request Forms
May 31	Unexpended funds must be returned to CDE, c/o the EEGP

E. Appeal Process

A letter of appeal must be submitted within ten days of the notification of the awardees. Appeals shall be based on the grounds that the CDE failed to correctly apply the standards for reviewing the application as specified in the criteria for rating "Competitive Guidelines for Application." The letter of appeal must specify the issue(s) in dispute, the legal authority or basis for complaint, and the remedy sought. Incomplete appeals and those arriving after the winter of the current application fiscal year will not

be considered. The CDE will evaluate the applicant's appeal. All applicants who wish to appeal grant award decisions must submit a letter of appeal to:

William W. Vasey, Director
California Department of Education
Professional Development and Curriculum Support Division
830 S Street
Sacramento, CA 95814

F. Competitive Grant Categories

To provide maximal educational benefit to students in kindergarten through grade 12, all concepts to be taught in environmental education programs should align with the State Content Standards (see Question #2, Attachment F). These standards are available through the CDE Publication Sales Office by calling 1(800) 995-4099, or via the Internet at www.cde.ca.gov/board.

1. Mini

Grant funds in this category will be for \$5,000 or less, provided for curriculum or program implementation, or site/facilities development (see the following definitions), or for other purposes which will meet the needs of one or more school(s) or a school district. Schools are encouraged to implement environmental education programs of demonstrated value that promote responsible action projects (e.g., Adopt-A-Species, Project Life Lab, Adopt-a-Stream, A Child's Place in the Environment, Adopt-a-Beach, or projects that monitor and improve the environment).

2. Networking: Environmental Education Special Events (Fairs, Nature Bowls, Seminars, and Retreats)

Networking grants are provided to encourage collaboration and interaction between educators and students and other agencies, districts, and existing state and national networks through participation at environmental education events. Events such as environmental education fairs or "Nature Bowls" provide a means of creative networking for environmental educators. Equally important is the exposure of students and teachers to environmental education concepts and the opportunity to showcase class/community projects related to environmental education.

The maximum amount of funding available for either a Fair or a Nature Bowl is \$4,000 each; for both, the limit is \$8,000. Grant proposals requesting the maximum amounts of state funds are expected to serve proportionately larger student populations. All applicants should plan on measuring the impact of their event on the environmental literacy of students and educators through surveys or other evaluation means. Please submit a sample form of a post-event evaluation survey

that reveals the curricular or programmatic efforts of the participants who attended the event.

Environmental education special events may have a broad environmental scope, however, the focus of the event should be to promote two or more of the goals in the “Point of View on Environmental Education.” The applicant organizes the event for educators, students, and interested community members that may include a wide spectrum of responsible environmental projects or programs. Participants are given the opportunity to enhance their environmental literacy by attending informative seminars and hands-on workshops, listening to musical presentations, viewing informational literature and display booths, and going on nature walks.

Organizations and individuals are encouraged to network with other people, strengthening relationships for cooperative projects in the future. Grant applicants should provide information on the event’s past attendance and success, regional needs, extent of participation by other organizations, and targeted expenditure costs. Letters of support should verify in-kind contributions for the event. All applicants are requested to notify the OEE when they reserve a complimentary booth and a presentation time slot for the OEE.

The CDE encourages collaboration between educators and agencies, districts, local businesses, corporations, and existing state and national networks. For other networking opportunities, see Section IV: State Priority Grants, which describes the California Regional Environmental Education Community (CREEC) Network, a statewide environmental education resource network, or visit their Web site at www.creec.org.

3. Implementation

Grant funds in this category are available for \$15,000 or less. The applicant agency will select environmental education programs, curricula, or supplementary materials of demonstrated value to adapt to the local or regional community and propose a strategy for the most effective use of programs or materials. The program or project must benefit a large percentage of students in multiple schools or in a district-wide or regional setting. Typically, implementation projects expand existing programs within the school district, county, or region. These funds are not intended for the development of new curricula. For information on high quality, exemplary environmental education curriculum materials, consult the Environmental Education Compendia series (see Section VI: Resources for Environmental Education).

4. Interdisciplinary Programs for K-12

- a. Interdisciplinary Planning Grants: Up to \$5,000 per grade group (K-6, 6-8, and/or 9-12) and a maximum of \$15,000 per multiple-group team will be awarded to teams of schools, or teams within schools, that commit to developing an articulated scope and sequence for environmental education. Schools should call the OEE at (916) 322-9398 for a copy of the *California Guide to*

Environmental Literacy (available in Summer 2002) to use as a guide for planning. Planning should fully prepare the schools' staff for implementation of multi-disciplinary (science, math, language arts, etc.) units or courses of study that cross multiple grade levels (e.g., K-12, K-middle school, and middle school-high school). Though schools from more than one school district can apply as members of one team, the maximum amount available per project is \$15,000. For school districts with more than 35,000 students, more than one planning team can be created as long as their applications are separate and unique and their activities are independent of each other. In this situation, the acceptance or rejection of one team's application will have no bearing on other applications from the same district.

- b. Interdisciplinary Implementation Grants: Up to \$5,000 per grade group and a maximum of \$15,000 per multiple-group team will be awarded to teams of schools, or teams within schools, that show evidence of completing their planning process and commit to implementing an interdisciplinary environmental education articulated scope and sequence using the California Guide to Environmental Literacy (CGEL) as the primary guide for implementation.

5. Site/Facilities Development

Grant funds in this category are available for \$15,000 or less for site or facility development directly related to environmental education. Grant proposals requesting larger amounts of state funds are expected to serve proportionately larger student populations. Examples of projects with high potential include: development of an on-campus nature study site where students research and grow native plant species for restoring a local habitat; development of a nature center; or construction of an interpretive nature trail. The applicant agency must:

- a. Demonstrate a need for the development of a local site or facility that will result in more effective instruction in environmental education for students or faculty in the school, district, or region;
- b. Clearly state the connection of the site or facility with the environmental education curriculum or program; and
- c. Explain how the site/facility will be used to teach environmental education.

Learning activities should focus on the sustainable use of natural resources and the protection of environmental quality in conjunction with the development of the site or facility. Samples of the proposed curriculum must accompany the application. Professional development opportunities should be provided to teachers or community members interested in becoming program advocates (e.g., as docents or field naturalists) who would be most able to make the most effective use of the site or facility. Letters of interest from the proposed audience (e.g., teachers and/or administrators) should verify the local interest in the proposed site or facility.

If construction is needed, multiple bids should be sought. The applicant should include a copy of the bid they intend to select. If a site will be developed, a professional architectural or landscape drawing should be included with the application. If your matching support will be claiming the property to be developed, please be advised only the projected fair market value of leasing the property will be accepted, not the full value of the land.

II. THE POINT OF VIEW ON ENVIRONMENTAL EDUCATION

The following position statement from the CDE was written in collaboration with other state agencies and environmental educators in the spring of 1990 and distributed to all schools, school district offices, and county offices of education:

It has been 20 years since campus-centered demonstrations first focused the country's attention on environmental issues. Now, on the eve of a global celebration of that historic first Earth Day, environmental awareness is dramatically different. Students learn about it in school, hear it discussed at home, see it on television, and read about it in newspapers. It invades debates on everything from good government to responsible consumerism; triggers heated arguments about jobs, health and individual freedom; and increasingly governs what we wear and eat and even how we move from place to place. The word, "environment," has become embedded in their vocabulary. It appears in the language of legislators and the rhetoric of conservationists and economists, alike. It guides the plans of engineers and the blueprints of architects. No one in society is immune to its pervasive influence . . . or its importance.

But awareness alone is not enough. The omnipresence of the word, "environment," in our language does not necessarily equate to an understanding of how its basic principles regulate or constrain the life cycles of everything from butterflies to eagles and marshes to mountains. One person's awareness of the problem may simply be another's anguish over its impact.

Comprehensive efforts must be made to bolster recognition with understanding and appreciation. More must be done to teach the basic ecological principles that underpin all natural systems and sustain the resources they can provide an enlightened society, in perpetuity. There is no better place than our schools or a more critical time than now to embark on a new course toward those essential objectives. These goals are best reached through a restructuring of and more vigorous commitment to environmental education.

When Earth Day 1970 was celebrated on campuses and town squares across the nation, the major concerns were air and water fouled with contaminants, fields and produce tainted with pesticides, and forest and fuel resources over-exploited. Society still struggles with these concerns, and it also confronts vastly more sobering ones as it approaches a new century. Scientific evidence indicates that the earth's life-sustaining atmospheric canopy is being altered. One kind of pollution erodes the ozone shield and lets in too much cancer-causing solar radiation, while another traps the earth's reflected heat and turns the planet into a global greenhouse. The environmental issues of the nineties, and beyond, have become planetary pollution and global survival.

More than ever before, classrooms must emphasize basic principles that govern the planet's resources. No species can exceed the limits of life-support systems that sustain it. That applies equally to humans, whose unique ability to alter and manipulate the environment it shares with so many other life forms carries special responsibilities. Students must be

taught that the way they live, shop, and even play can mean the difference between survival and extinction for other species with which they share essential life-support systems like pure air, clean water, and sustainable nutrients. They must value the linkage of such interdependence and understand that when the chain breaks for one species, it can unravel for all.

As they are infused with knowledge and understanding of such immutable laws of nature, students are less likely to accept society's current throwaway mentality that fosters excessive exploitation of raw resources for this generation and burdens the next with overflowing waste sites. Brought face to face with such concepts, they are unlikely to believe there is always another river to dam, another forest to strip or another species to exterminate. Instead of spending the next generation's rightful resource inheritance, they will have been schooled in how to use – and reuse – their own more carefully. They will understand the inevitability of consequences and the redeeming value of considering them before they act. With consistent reinforcement of such underlying principles will come understanding that environmental problems often are just valuable resources out of place. Industrial solvents dumped to pollute precious underground water systems could, instead, be reclaimed and sold for profit. Once stripped of their poisonous heavy metals, mountains of sludge from sewage plants could renew depleted farmland.

With dedication, a vigorous commitment of resources, and a measure of good fortune, a new generation of environmentally conscious citizens will appreciate the value of sustainable harvests and loathe the liability of designed obsolescence. They will know how important it is to look before they leap, think before they act. There will be commitment to fairly balance tradeoffs when negative impacts are unavoidable and recognition that today's delayed local response can become tomorrow's global repercussion.

Creatively crafted and fairly applied, a continuing and comprehensive program of environmental education will teach the value of persistence and discipline; encourage an entire generation to take responsibility for its actions and choices and energize them to act rather than react. The benefits need not be constrained solely to more enlightened environmental thinking and systems are equally applicable to good government, citizenship, parenting and individual productivity.

Caring enough to learn, learning enough to know, and knowing enough to act will position students to affect a more responsible stewardship over their inheritance and create a more peaceful, productive and sustainable existence for all species.

While such goals and accomplishments are easier to establish than reach, they can be a natural consequence of consistent attention to basic ecological principles. Properly reinforced, they will be keystones to lifetimes of awareness, understanding and enlightened action.

A. Goals of Environmental Education

Goal 1: Foster awareness of the interdependence of all life and the need to have values and behavior compatible with sensitivity to and concern about the total environment.

We, and others we know, exhibit sensitivity and compassion at some times and reactive and destructive behavior at other times. We must strive to teach that we are all responsible for the environmental consequences of our choices, public and private. Schools can help students become more aware of self and others by bringing them together in quality natural settings to bridge the gap between themselves and natural systems precipitated by an increasingly technological world. These experiences bolster the understanding and appreciation between natural and man-made environments. The links' place in and value to society are also reinforced.

The concept of interdependence can be taught effectively as small groups of students work together on projects they help select, design and complete. With the teacher filling the role only of a team member who guides and facilitates the learning experience, students master working together on real issues and develop group as well as individual problem-solving skills. This process emphasizes development of learning skills in the community and integrating such experiences so that students learn to perceive and relate to the natural, social and technological environments as different but linked system.

Goal 2: Develop knowledge about the biophysical environment; what happens when humans use and abuse nature, and about constraints to and opportunities for effective change

Students increasingly need a base of knowledge about ecological principles in order to make sound decisions as citizens. The Science Framework for California Public Schools (1990) currently contains many of these concepts but could be expanded to incorporate such others as:

- 1. History of the environment, both natural and human.*
- 2. Evidence of human-induced and natural change.*
- 3. Guiding change using forecasting and designing alternative futures; the role of government and their entities in planning, and tactics and strategies for intervention.*
- 4. Impacts of human cultural behavior on the environment, including pollution, habitat loss, and species extinction.*

The underlying cause of environmental problems often is the result of the collective behavior of individuals. Traditionally, indigenous societies live in harmony with their natural support systems. Unfortunately, many of the cultural practices of industrialized society exceed the capacity of the environment to replenish, cleanse or recycle. Yet our

major economic, social, and ideological systems remain geared to levels of resource consumption that are increasingly impossible to sustain.

Students need to know more about new ideas and practices that are ecologically sound and how public acceptance of them can be won. Other cultures and their relationship to nature and its resources should be studied for clues to understanding principles that govern natural systems and how they might be adapted to improve the design of man-made ones.

Goal 3: Help students learn how to make decisions and take action to solve current environmental problems and prevent new ones from developing.

Students need problem-solving skills to help them cope with an era marked by the explosive growth of new information. To become more responsible for their own learning, they need to know how and from where to get that information and to use it wisely. They need to be able to search out a wide variety of issues and the likely ecological and cultural implications of suggested solutions. That includes knowing how to probe and correctly analyze environmental issues to determine the best corrective steps.

Most environmental problems arise when only short-term or parochial interests are considered. Students should be taught how good faith negotiations and knowledge about tradeoffs help insure that decisions that exploit or affect natural resources serve longer and wider interests. Classroom experience with decision and fault trees, cost/benefit analysis, case studies, and simulations will enhance abilities to negotiate and work cooperatively to insure that future or other populations are not forced to suffer the consequences without sharing the benefits of current environmental decisions.

Citizenship development involves more than learning content or concepts. It evolves best when students graduate to it through hands-on experience with such real-life issues as environmental problems or controversies. That is how they best learn the politics, constraints, tradeoffs, and linkages of issues and just how much individuals or groups can do to affect them. Cumulatively, students involved in those processes learn leadership skills like advocacy, facilitating, and organizing and how to use a diversity of experiences and approaches.

Investigating real problems helps young people take formative steps toward critical thinking by learning how to ask, think and act for themselves. Quality environmental education programs enhance that essential form of reasonable reflective thinking when they center the curriculum on the lives and communities of their students. Through being taught to validate and analyze their own circumstances, students recognize there are no perfect solutions. Often, they learn that not all of the facts necessary for good decisions are available when most needed. Instead, they discover that the best they may be able to do is to find and evaluate sound reasons for taking action and consider all likely alternatives and potential impacts. Even then, they must learn to live with a degree of uncertainty about the consequences and act according to their best judgment.

B. Recommendations for Action

1. Provide Thematic Instruction Throughout the Curriculum.

Environmental education is taught thematically in every classroom at all grade levels; all students participate in environmental studies and projects. Students participate in experiential learning activities that are true to ecological principles and the environmental education concepts of the core curriculum, particularly in science and history/social science. Literature-based programs include books with environmental topics, which address a variety of themes and deepen student understanding of concepts found in the Science Framework for California Public Schools (1990).

2. Conduct Ecology Lessons in Built and Natural Settings.

Environmental education is conducted in all school settings: indoors and outdoors, and at urban, suburban, and rural schools. Every child has a residential outdoor science school experience in fifth or sixth grade. Experiential learning through field studies at each grade level contributes to the understanding of diverse ecosystems and values structures.

3. Value Lifelong Learning About the Environment.

Students and staff members value the lifelong process of educating themselves about local and global ecological issues as they relate to society and self. Career exploration in the environmental sciences is provided to all students.

4. Participate in Ecologically Responsible Action Projects.

Principals and teachers serve as team members and role models for the students, provide the opportunities for students to be responsible for ecologically sound classrooms and schools, and participate with the students in community action projects.

5. Emphasize the Higher Order Learning Processes and Educate the Whole Child.

Students apply basic learning and communication skills and higher order thinking processes in the context of current community issues. Environmental studies and action projects involve the whole child in cognitive and affective learning experiences, nurturing each student's intellectual, social, physical, and emotional well-being.

6. Provide Development Opportunities for all Staff Members.

To affect an ecologically sound school, all staff members must understand the ecological rationale that underlies their individual responsibilities. Teachers must

be familiar with environmental education curriculum materials to choose wisely those that best suit the unique characteristics of their student population and their bioregion. Custodians must understand the crucial nature of their impacts as role models for reusing and recycling materials used at the school and developing innovative programs to suit the needs of the school. Classified staff members contribute their initiative, enthusiasm, and interest to classroom and school-wide programs, sparking increased interest in the students' desire to understand ecology. Administrators set the tone for the school and the district; their leadership creates a cohesive team effort where all players pull together to improve conditions and programs in the school.

7. *Match the Media to the Message.*

The thinking processes a student uses to move from awareness to understanding to action can be stimulated by specific events and activities. Outdoor experiences, such as a week-long residence at an outdoor science school, assist the child in experiencing all three processes, while activities of shorter duration, such as hands-on laboratory activities or field investigations, often provide exceptional reinforcement of one stage in particular.

These are some of the ways to forge an enlightened, effective program of environmental education. Students can construct deeper conceptual understanding through mediated access to teacher-previewed CD ROMs, videos, literature, and even current events. Allowing elementary age students to observe and investigate the outdoors by engaging in actual field observations often helps students develop a better understanding of environmental topics and issues, especially if the observations are conducted on familiar territory, such as the school grounds or a nearby park. Naturally, such first-hand experiences need to be more sophisticated for higher-grade levels. For fifth and sixth graders, understanding basic principles of ecology can be reinforced through a weeklong outdoor science school residency. Such an experience for middle grades could be backed up by on-going research at a field study site. High school students could further sharpen such acquired skills by serving as cabin leaders, conducting their own field research, or even surveying local citizens about environmental problems and attitudes.

When the principles of environmental literacy are taught effectively, the student comes away with a workable understanding of these concepts and is more likely to become involved in and committed to useful, responsible projects that carry over to worthwhile, lasting community service.

III. THE COMPETITIVE GRANT APPLICATION PROCESS

A. Application Instructions

To apply for an Environmental Education Grant, complete the forms for competitive grants included in this booklet. Specific instructions for the completion of the required forms are included on each form.

Submission of a Letter of Intent is optional, and due between March 1 and April 1. Those who submit a letter of intent will receive a brief critique (over the phone) of the proposal. The following are required for every grant proposal:

Attachment A- Grant Application Cover Page

Attachment B - Payee Data Record Sheets

Attachment C - Budget Summary

Attachment D - Budget Narrative

Attachment E - Project Summary and Goal Statement

Attachment F - Project Description

Attachment G - Work Plan

- School board approval or other proof of similar fiscal authority is mandatory.
- Letters of verification and support
- For all proposals except Mini Grant: any necessary supplementary supporting materials, such as, programmatic documents, representative samples of curricula to be used, such as activity booklets or videos.

Each application must include a signed original proposal and original letters of verification and/or support, along with two copied sets of the above items, making a total of three sets. Only one copy of supplementary materials supporting the project needs to be included in the proposal package. Please double space and use 12-point font.

For Mini Grant proposals, the total number of pages per application, excluding letters of support or samples of the curriculum to be used, should not exceed ten single-sided or five double-sided pages. For all other categories of grants, the total number of pages, excluding supporting documents, should not exceed twenty single-sided or ten double-sided pages.

Please keep in mind that applicants requesting larger amounts of funds should prepare a more detailed proposal.

B. Grant Writing Guidelines

1. This grant program is designated specifically for environmental education as defined by the California Legislature (Education Code Section 8700 ff). Using the guidelines outlined in the CDE “Point of View on Environmental Education,” the

applicant should design the outcomes of the grant to be measurable and have significant and lasting benefits for teachers and students in kindergarten through grade twelve.

2. This is a matching grant program. Applicants must describe in the budget narrative the matching funds or shared costs from the applicant agency and the community (such as teacher hours involved in training workshops, volunteer hours, or donated equipment or materials). Volunteer time may be calculated beginning at \$5.00 per hour, or more for technical assistance. The sum of these matching funds should equal or exceed the amount requested from the state. Donations may be made at any time, but must be used during the same fiscal year as the proposed project.
3. Requests for State funding of salaries or stipends will only be considered when the applicant provides letters of support that verify future financial support for the following two (2) to five (5) years.
4. Collaborative partnerships between agencies are highly valued. For all matching funds, letters of verification must be submitted on original letterhead from contributors, which quantify the value of all contributions over \$100. For example, letters of support are required from the following in order to verify matching funds claimed by the applicant:
 - a. Agencies and individuals providing shared costs.
 - b. Personnel directly involved in the project.
 - c. Cooperating districts, agencies, or community organizations.

Letters of support should:

- a. Demonstrate knowledge of the project;
 - b. Show an understanding of the need for the project and its benefits to the students and/or teachers;
 - c. Specify the dollar amount of the contribution (real cash or in-kind) committed by the author of the letter; and
 - d. Be signed by the contributor.
5. Attach copies of all letters of verification and/or support to each copy of the application. To be considered, these letters must be submitted by the applicant agency as part of the application package. Letters of verification sent independently of the applications will not be paired with proposals and, therefore, will not be read by the proposal readers.

6. Grant funds may not be used for the creation of a “nest egg” to begin a scholarship program, or to pay for the cost of attendance at an outdoor school program or similar contiguous, multi-day, outdoor experience.
7. The use of State funds for food and/or refreshments is not allowed.
8. Explain all travel expenses in the budget narrative. No out-of-state travel will be considered for funding, although such expenses, if related to the project, may be counted as part of the shared costs.
9. Environmental education curriculum materials that were originally developed or revised through EEGP funds may not be purchased through the grant program. These materials include: *The Green Box*, the *California Endangered Species Resource Guide*, *The California CLASS Project*, the *Residential Outdoor Science School Curriculum Guide*, *The California Environmental Education Resource Guide*, and *A Child’s Place in the Environment*. Applicants are encouraged to purchase these materials with matching funds from the applicant or the community.
10. Approval of the governing board (i.e., the school board) to commit funds, space, or services, should be in the form of a letter, on official letterhead, or an excerpt from the board minutes and should follow Attachment A. If the board has given fiscal authority to a designated employee to approve commitments of district funds and/or personnel, a letter attesting to this authority must accompany the proposal. Include the date of approval in the appropriate space on Attachment A. Universities applying for funds may use the standard transmittal letter in lieu of board approval. Please note: Proposals without board approval or a signed authorization for expenditure of district funds from an appropriate board representative indicating the board’s support and the date the board gave formal approval will be disqualified from the review process.
11. All grant applications and items included with the application become the property of the CDE and will not be returned to the applicant. Non-funded grant applications will be recycled.
12. Submit the application with the original signature of the authorized agent, along with two copies by the application deadline. Postmark the package by the May 15, 2002 deadline or hand-deliver the application to the OEE at the CDE no later than 2:00 p.m., on Wednesday, May 15, 2002. Applications postmarked or hand-delivered after the deadline will not be considered in the review (see page 5 for the proper address).

C. Grant Writing Tips

When preparing a proposal for the EEGP, the following tips may be helpful.

1. Grant proposals requesting larger amounts of state funds (i.e., beyond the range of a Mini Grant) are expected to serve proportionately larger student/faculty populations.

2. If an applicant agency is submitting more than one proposal for funding, letters of support specific to each proposal should be included.
3. Do not request funds for the continued support of an existing local program or existing teaching position, to replace funding that has been reduced or eliminated, or to fund a project outside of environmental education. The following are some examples of inappropriate and appropriate grant proposals:
 - a. A science lab would not be funded; however, science equipment may be funded if it is used in conjunction with environmental education curricular materials and if the teachers are trained to use the equipment within the context of environmental education.
 - b. Proposals that focus on straight science, such as astronomy, meteorology, or biology, will not be funded. Environmental education projects that are interrelated with the sciences may be considered.
 - c. A program that focuses on a given subject area and treats environmental education as a tangent would not be funded (e.g., cultural awareness, and visual or performing arts); however, multi-disciplinary programs may be recommended for funding if the primary focus is on the sustainable use of natural resources.
 - d. Proposals that focus solely on habituation, such as litter control, energy management, or recycling, would not be considered for funding. Projects for school beautification, raising flora or fauna, recycling, and other such projects, in and of themselves, would not qualify under this program, unless they are integrated into an environmental education curriculum. Preference will be given to projects which challenge students to not only understand fundamental environmental concepts but also engage them in making decisions and utilizing critical thinking skills before applying their understanding in a responsible manner (see the “Point of View on Environmental Education”).
 - e. While funding for field trips is acceptable (Education Code Section 8722), the applicant must clearly state the educational objectives and expected outcomes that relate to enhancing environmental literacy or engaging in environmentally responsible action projects.
 - f. Compensation for the hiring of substitute teachers from grant funds is strongly discouraged except in special cases, such as for Interdisciplinary Program Grants. Grant funds may be used to pay teacher stipends for working non-school hours. Do not request grant funds to pay for benefits.
4. Clearly establish the connections between the proposal and the curriculum. How is the curriculum chosen going to meet the goals and objectives stated in the proposal?

5. Enclose a representative sample of curriculum if one will be used with your project. Please note that curricula will not be returned due to the time and expense involved. If curriculum materials are to be revised through this grant, attach copies of the proposed new outline and table of contents. Curricular materials should be aligned with the State Content Standards and Frameworks concepts and pedagogy. Demonstrating district articulation of grade-level concepts and sub-concepts is highly encouraged. Send one copy of curricular materials.
6. Curricular materials should be aligned with the State Content Standards and Frameworks. Preference will be given to curriculum programs that are clearly correlated to the State Content Standards. Demonstrating district articulation of grade-level concepts and sub-concepts is highly encouraged. Send one copy of curricular materials.
7. For projects involving the collecting, keeping, or propagating of native plants or animals, applicants are reminded to comply with the applicable California Fish and Game laws and/or policies. For information regarding state laws and/or policies, please contact the California Department of Fish and Game, Wildlife Protection Division, License and Revenue Branch, at (916) 227-2290. If animals are to be kept, guidelines for the ethical and proper treatment of such animals should be in place (Education Code Section 51540).
8. Water permits may be required for projects involving the diversion or storage of water. Applicants must comply with all applicable laws regarding water resources. Please contact the State Water Resources Control Board, Division of Water Rights at (916) 657-1980 for more information if your project falls into this category.
9. When the proposal is assembled, you should ask a colleague who is unfamiliar with the project to critique the proposal using the sample Project Rating Sheet (see page 38).
10. Please print the proposals on white paper and copy on both sides of the paper. Please refrain from using plastic report folders or spiral-bound types of binding. Please bind the proposal with staples or reusable binder clips.

D. General Assurances of the EEGP

1. Programs and services shall be in compliance with Title VI and Title VII of the Civil Rights Act of 1964, the California Fair Employment Practices Act, and Chapter 4 (commencing with Section 30) of Division I of Title 5, California Administrative Code. A statement of compliance with Title VI of the Civil Rights Act of 1964 has been filed with the Superintendent of Public Instruction.
2. Programs and services shall be in compliance with Title IX (nondiscrimination on the basis of sex) of the Education Amendments of 1972.

3. Programs and services shall be in compliance with the Age Discrimination Act of 1975.
4. Programs and services for handicapped persons shall be in compliance with the Education for Individuals with Disabilities Education of 1990.
5. All state statutes, applications, regulations, and program plans applicable to each program under which state funds are made available through this application, will be met by the applicant agency in its administration of each program, and the undersigned is authorized to file these assurances for such applicant agency.
6. The local agency will use fiscal control and fund accounting procedures that will ensure proper disbursement of, and accounting for, state funds paid to that agency under each program.
7. The public agency shall make reports to the state agency or board and to the Superintendent of Public Instruction as may be reasonably necessary to enable the state agency or board and the Superintendent to perform their duties and will maintain such records and provide access to those records as the aforementioned deem necessary. Such records shall include, but not be limited to, records that fully disclose the amount and disposition by the recipient of those funds, the total cost of the activity for which the funds are used, the share of that cost provided from other sources, and such other records as will facilitate an effective audit. The recipient shall maintain such records for five years after the completion of the activities for which the funds are used.
8. Any application, evaluation, periodic program plan, or report relating to each program will be made readily available to parents and other members of the general public.

E. Specific Assurances for Competitive Environmental Education Grants

1. All approved project funds must be expended or obligated within the dates designated and for the amount stated in the Notification of Environmental Education Grant Award. Encumbrances may be made at any time after the beginning date indicated under the Period of Grant. However, all funds must be expended or obligated by the ending date. Any unencumbered funds must be returned to the CDE.
2. This grant shall be administered in accordance with the provisions of Education Code Section 8700 (Chapter 1616, Statutes of 1970). Further, expenditures shall comply with all applicable provisions of state and local rules, regulations and policies relating to the administration, use and accounting for public school funds, including but not limited to the Education Code of the State of California.

3. The grantee shall use these funds in accordance with the enclosed Project Description. Any changes must be made within 30 days of receiving the Project Description. Send any corrections or proposed changes and a copy of the Project Description to the EEGP Director. All changes in the original proposal (e.g., in the budget, goals or objectives) must be submitted in writing and approved by the OEE prior to any action by the applicant.
4. All materials developed under these grants will be copyrighted solely under the name of the CDE.
5. THE GRANTEE SHALL SUBMIT AN EXPENDITURE REPORT BY THE ENDING DATE. The Final Report will contain budgetary and programmatic reports. It will also include an assessment of the project and its ongoing benefits to students.
6. Failure to submit a final expenditure report by the ending date of the grant will result in the disqualification of a proposal in the following fiscal year, should the grantee decide to submit one.
7. Failure to submit a final expenditure report within three months of the termination of the grant will result in a billing from the CDE. The billing will include the entire amount of any grant funds advanced and any subsequent years' grants may be possibly reduced.
8. Please use the Grant Identification Number from the Grant Review Funding Feedback Form or EEGP Critique on all communications.
9. The signature on the Proposal Cover Page, Attachment A, shall be from the Authorized Agent responsible for fiscal responsibility of the project. The signature acknowledges the agency's acceptance of the terms of the "General Assurances of the Environmental Education Grant Program" and the "Specific Assurances for Competitive Environmental Education Grants."

F. Applicant Check List

The following specifications may serve as a checklist for the applicant agency:

Assemble the grant application in the following order:

- _____ Grant Application Cover Page (Attachment A)
- _____ School Board Approval (if applicable)
- _____ Payee Data Record (Attachment B, non-profits only - schools and government agencies do not need to submit)
- _____ Application for Funding: Budget Summary (Attachment C)
- _____ Budget Narrative (Attachment D)
- _____ Project Summary and Goal Statement (Attachment E)
- _____ Project Description (Attachment F)
- _____ Application for Funding: Work Plan (Attachment G)
- _____ Letters of support that verify matching funds
- _____ Additional supporting documents (optional-only one copy)
- _____ For Site/Facility proposals, include a site map and plans (send one copy; photographs are optional)
- _____ If appropriate, a representative sample of curriculum materials
- _____ Stamped, self-addressed postcard (see page 5). Please include even if you are using registered, certified, or overnight mail.

Submit one original and two copies of the items above except as noted. Please double space.

LETTER OF INTENT
(optional)

It is the intention of our agency to submit a proposal to the EEGP. We acknowledge that the submission of this letter does not obligate our agency to apply for a grant, nor is it a required step in the grant application process.

Attached is a brief description of the proposed project (limited to two typewritten pages). This description includes information regarding:

Project Summary and Project Goals and how we anticipate carrying out our goals;
Target audience and school/community/agency support;
Budget Narrative¹ (Attachment D);
How the program will continue after the grant year;
Previous CDE grants awarded to the applicant agency.

It is our understanding that this "Letter of Intent" may be submitted between March 1 and April 1 (postmarked) to be reviewed for a response on a first come, first served basis. We further understand that the complete application and all supporting materials must be mailed first class, postmarked on or before May 15, or must be personally delivered to the CDE by Wednesday, May 15 before 2:00 p.m.

Name of Contact Person

Telephone Number/Best time to call

Applicant Agency

Address

City, State, Zip Code

The approximate amount requested by our agency will be: \$_____.

Please indicate whether or not your grant has received approval by your school or local board and your authorized agent. _____ yes _____ no.

The grant category will be (check one box that best describes the major emphasis and funding level of your project):

☐ Mini (up to \$5,000)

☐ Networking (up to \$8,000)

☐ Implementation (up to \$15,000)

☐ Site/Facilities Development (up to \$15,000)

☐ Interdisciplinary Program (up to \$15,000)

¹ To complete the Budget Narrative, it may be helpful to read the directions for Attachment D on the reverse of that document.

California Department of Education
ENVIRONMENTAL EDUCATION
GRANT PROGRAM

Attachment A
Proposal Cover Page
(revised 12/01)

California Department of Education Use Only	
Grant I.D. #	Fiscal Year

Grant Category: <input type="checkbox"/> Mini	<input type="checkbox"/> Networking	<input type="checkbox"/> Implementation
<input type="checkbox"/> Site/Facility	<input type="checkbox"/> Interdisciplinary	

Directions on Reverse

Project Title		
Applicant Agency	Legal Status (i.e. school district, special district, non-profit)	
	501 (c) (3) Number	County/District Code (schools only)
Address (Street, City, County, State, and Zip)		
Contact Name		Title
Phone	Fax	E-mail Address
Amount Requested	Amount of Match	Date of Approval (by Local Agency Board)
<p>Has the Applicant received an Environmental Education Grant from CDE in the past?</p> <p>Fiscal Year of last grant _____ Final Report Submitted? (Y / N)</p>		
<p>CERTIFICATION: I hereby certify that all state and federal rules and regulations will be observed; that to the best of my knowledge, the information contained in this application is correct and complete; and that the Specific and General Assurances described in the application booklet are accepted as the basic conditions in the operations of this project/program.</p>		
Name of Authorized Agent	Signature	Title
		Date

Instructions for Attachment A – Proposal Cover Page

Grant Category

Check the box for the one category that best describes your project.

Project Title

Enter a descriptive title of your project here.

Applicant

Enter the full and correct name of the agency that will receive and be legally responsible for the project (grants cannot be made to an individual) here.

Legal Status

Enter here if the agency has 501(c)(3) non-profit status, or if the agency is a district, state government agency, etc. If applicable, enter the 501(c)(3) number in the proper box.

County Code/District Code

School districts and county offices of education must fill in the CDS number. All other applicants should leave these spaces blank.

Address

Enter the appropriate information here. Schools applying for funds must list their school district first and then the name of the school. The district's address must be used.

Contact Person Name

Enter the name of one contact individual who carries the program responsibilities here. If a second person has fiscal responsibilities, enter the name, address, and telephone number under the contact person's name under "Authorized Agent."

Amount Requested

Enter the amount of state funding requested.

Amount of Match

Enter the total amount of matching funds found in the Budget Summary (Attachment C).

Date of Approval by Local Agency Board

Enter here the date of approval of governing boards for school districts, county offices, non-profit agencies and similar organizations that have a governing board responsible for contracts. Include a copy of the minutes or other substantiating information. Applications without certification of board approval will be disqualified.

Has the Applicant Agency Received an Environmental Education Grant from CDE in the Past?

If applicable, enter the fiscal year of the last grant applied for, as well as confirmation of final report submittal.

Certification/Name of Authorized Agent

Enter the signature of the authorized agent who carries administrative responsibilities for the applicant agency (see above) here.

NOTE: Governmental entities, federal, state, and local (including school districts) are not required to submit this form.

<div>1</div> <div>PLEASE RETURN TO:</div>	<div>DEPARTMENT/OFFICE</div> <div>Office of Environmental Education</div>	<div> PURPOSE: Information contained in this form will be used by state agencies to prepare information Returns (Form 1099) and for withholding on payments to nonresident payees. Prompt return of this fully completed form will prevent delays when processing payments. </div> <div>(See Privacy Statement on reverse.)</div>
	<div>STREET ADDRESS</div> <div>830 S Street</div>	
	<div>CITY, STATE, ZIP CODE</div> <div>Sacramento, CA 95814</div>	
	<div>TELEPHONE NUMBER</div> <div>(916) 322-9503</div>	

2 PAYEE'S BUSINESS NAME

(CITY, STATE, AND ZIP CODE)

3	CHECK ONE BOX ONLY		NOTE: State and local government entities, including school districts are not required to submit this form.
	<input type="checkbox"/> LEGAL CORPORATION	<input type="checkbox"/> PARTNERSHIP	
	<input type="checkbox"/> MEDICAL CORPORATION	<input type="checkbox"/> ESTATE OR TRUST	
	<input type="checkbox"/> EXEMPT CORPORATION		
	<input type="checkbox"/> ALL OTHER CORPORATIONS		NOTE: Payment will not be processed without an accompanying taxpayer I.D. number.
FEDERAL EMPLOYERS IDENTIFICATION NUMBER (FEIN) <div style="display: flex; align-items: center;"> <div style="border: 1px solid black; width: 20px; height: 20px; margin-right: 5px;"></div> <div style="border: 1px solid black; width: 20px; height: 20px; margin-right: 5px;"></div> <div style="margin: 0 5px;">-</div> <div style="border: 1px solid black; width: 20px; height: 20px; margin-right: 5px;"></div> <div style="border: 1px solid black; width: 20px; height: 20px; margin-right: 5px;"></div> <div style="border: 1px solid black; width: 20px; height: 20px; margin-right: 5px;"></div> <div style="border: 1px solid black; width: 20px; height: 20px; margin-right: 5px;"></div> <div style="border: 1px solid black; width: 20px; height: 20px; margin-right: 5px;"></div> <div style="border: 1px solid black; width: 20px; height: 20px; margin-right: 5px;"></div> <div style="border: 1px solid black; width: 20px; height: 20px; margin-right: 5px;"></div> </div>			
	<input type="checkbox"/> INDIVIDUAL OR SOLE PROPRIETOR		
SOCIAL SECURITY NUMBER OF OWNER <div style="display: flex; align-items: center;"> <div style="border: 1px solid black; width: 20px; height: 20px; margin-right: 5px;"></div> <div style="border: 1px solid black; width: 20px; height: 20px; margin-right: 5px;"></div> <div style="border: 1px solid black; width: 20px; height: 20px; margin-right: 5px;"></div> <div style="margin: 0 5px;">-</div> <div style="border: 1px solid black; width: 20px; height: 20px; margin-right: 5px;"></div> <div style="border: 1px solid black; width: 20px; height: 20px; margin-right: 5px;"></div> <div style="margin: 0 5px;">-</div> <div style="border: 1px solid black; width: 20px; height: 20px; margin-right: 5px;"></div> <div style="border: 1px solid black; width: 20px; height: 20px; margin-right: 5px;"></div> <div style="border: 1px solid black; width: 20px; height: 20px; margin-right: 5px;"></div> <div style="border: 1px solid black; width: 20px; height: 20px; margin-right: 5px;"></div> <div style="border: 1px solid black; width: 20px; height: 20px; margin-right: 5px;"></div> </div>			OWNER'S FULL NAME (<i>Print</i>) <div style="border-bottom: 1px solid black; height: 20px; width: 100%;"></div>

<div style="border: 1px solid black; width: 30px; height: 30px; margin: 0 auto; display: flex; align-items: center; justify-content: center;">4</div>	CHECK APPROPRIATE BOX(ES)	<div style="border: 1px solid black; padding: 5px;"> <p>NOTE:</p> <p>a. An estate is a resident if decedent was a California resident at time of death.</p> <p>b. A trust is a resident if at least one trustee is a California resident. (See reverse.)</p> </div>
PAYEE RESIDENCY STATUS	<div style="margin-bottom: 10px;"> <input type="checkbox"/> California Resident – Qualified to do business in CA or a permanent place of business in CA </div> <div style="margin-bottom: 10px;"> <input type="checkbox"/> Nonresident (See reverse) payments to nonresidents for services may be subject to state withholding </div> <div style="margin-bottom: 10px;"> <input type="checkbox"/> WAIVER OF STATE WITHHOLDING FROM FRANCHISE TAX BOARD ATTACHED </div> <div> <input type="checkbox"/> SERVICES PERFORMED OUTSIDE OF CALIFORNIA/GOODS ONLY SOLD TO CALIFORNIA </div>	

<div style="border: 1px solid black; padding: 5px; display: inline-block;">5</div>	<p align="center"><i>I hereby certify under penalty of perjury that the information provided on this document is true and correct. If my residency status should change, I will promptly inform you.</i></p>		
	AUTHORIZED PAYEE REPRESENTATIVE'S NAME <small>(Type or Print)</small>		TITLE
	SIGNATURE	DATE	TELEPHONE NUMBER

PAYEE DATA RECORD

STD. 204 (REV. 2-00) (REVERSE)

ARE YOU A RESIDENT OR A NONRESIDENT?

Each corporation, individual/sole proprietor, partnership, estate or trust doing business with the State of California must indicate their residency status along with their identification number.

A **corporation** will be considered a "resident" if it has a permanent place of business in California. The corporation has a permanent place of business in California if it is organized and existing under the laws of this state or, if a foreign corporation has qualified to transact intrastate business. A corporation that has not qualified to transact intrastate business (e.g., a corporation engaged exclusively in interstate commerce) will be considered as having a permanent place of business in this state only if it maintains a permanent office in this state that is permanently staffed by its employees.

For **individuals/sole proprietors**, the term "resident" includes every individual who is in California for other than a temporary or transitory purpose and any individual domiciled in California who is absent for a temporary or transitory purpose. Generally, an individual who comes to California for a purpose, which will extend over a long or indefinite period will be considered a resident. However, an individual who comes to perform a particular contract of short duration will be considered a nonresident.

For withholding purposes, a **partnership** is considered a resident partnership if it has a permanent place of business in California. An estate is considered a California estate if the decedent was a California resident at the time of death and a trust is considered a California trust if at least one trustee is a California resident.

More information on residency status can be obtained by calling the Franchise Tax Board at the numbers listed below:

From within the United States, call 1-800-852-5711

From outside the United States, call ... 1-916-854-6500

For hearing impaired with TDD, call ... 1-800-822-6268

ARE YOU SUBJECT TO NONRESIDENT WITHHOLDING?

Payments made to nonresident payees, including corporations, individuals, partnerships, estates and trusts, are subject to withholding. Nonresident payees performing services in California or receiving rent, lease or royalty payments from property (real or personal) located in California will have 7% of their total payments withheld for state income taxes. However, no withholding is required if total payments to the payee are \$1500 or less for the calendar year.

A nonresident payee may request that income taxes be withheld at a lower rate or waived by sending a completed form FTB 588 to the address below. A waiver will generally be granted when a payee has a history of filing California returns and making timely estimated payments. If the payee activity is carried on outside of California or partially outside of California, a waiver or reduced withholding rate may be granted. For more information, contact:

Franchise Tax Board
Nonresident Withholding Section
Attention: State Agency Withholding Coordinator
P.O. Box 651
Sacramento, CA 95812-0651
Telephone: (916) 845-4900
FAX: (916) 845-4831

If a reduced rate of withholding or waiver has been authorized by the Franchise Tax Board, attach a copy to this form.

PRIVACY STATEMENT

Section 7(b) of the Privacy Act of 1974 (Public Law 93-5791) requires that any federal, state, or local governmental agency which requests an individual to disclose his social security account number shall inform that individual whether that disclosure is mandatory or voluntary, by which statutory or other authority such number is solicited, and what uses will be made of it.

The State of California requires that all parties entering into business transactions that may lead to payment(s) from the State must provide their Taxpayer Identification Number (TIN) as required by the State Revenue and Taxation Code, Section 18646 to facilitate tax compliance enforcement activities and to facilitate the preparation of Form 1099 and other information returns as required by the Internal Revenue Code, Section 6109(a). The TIN for individual and sole proprietorships is the Social Security Number (SSN).

It is mandatory to furnish the information requested. Federal law requires that payments for which the requested information is not provided be subject to a 31% withholding and state law imposes noncompliance penalties of up to \$20,000.

You have the right to access records containing your personal information, such as your SSN. To exercise that right, please contact the business services unit or the accounts payable unit of the state agency(ies) with which you transact that business.

Please call the Department of Finance, Fiscal Systems and Consulting Unit at (916) 324-0385 if you have any questions regarding this Privacy Statement. Questions related to residency or withholding should be referred to the telephone numbers listed above. All other questions should be referred to the requesting agency listed in Section 1.

California Department of Education
ENVIRONMENTAL EDUCATION GRANT PROGRAM

Attachment C
Budget Summary
(revised 12/01)

Project Title	Applicant Agency
State Funds Requested \$	Matching Funds (Value of Applicant Community Contributions) \$

EXPENDITURES

Acct. #	Classification	Funding Source				
		Applicant	Community	State	Other	TOTAL
1000	Certificated Salaries	\$	\$	\$	\$	\$
2000	Classified Personnel Salaries					
3000	Employee Benefits					
4000	Books & Supplies					
5000	Services and Other Operating Expenditures					
6000	Capital Outlay					
7000	Other Expenditures					
	TOTAL DIRECT COSTS					
	Indirect Costs					
	TOTAL PROGRAM COSTS	\$	\$	\$	\$	\$

Instructions for Attachment C, Budget Summary

Project Title

Enter the same descriptive title of your proposed project as used on Attachment A.

Applicant Agency

Enter the name of the agency that will be responsible and accountable for project funds and for the successful completion of the project.

State Funds Requested

Enter here the total amount of Environmental Education Grant Program funds you are requesting for the proposed project.

Matching Funds (Value of Applicant and Community Contributions)

Enter here the approximate total dollar value of personnel costs, materials, services, equipment, and other resources that will be contributed to the project by the (1) applicant agency or by (2) community agencies or individuals.

Expenditures

1. Please note that there are three columns for each of the objects of expenditure.
2. In the column labeled "Applicant," list all of the items of expenditures that the agency applying for funding will supply.
3. In the column labeled "Community," list all of the items of expenditures that will be donated or allocated to the project from agencies or individuals other than the applicant.
4. In the column labeled "State," list all of the items of expenditures that will be covered by state funds.
5. Other types of state or community funds may be entered into the remaining column, though it is typically not used.

Specific Expenditure Items.

- 1000. Certificated Salaries. Enter in the proper column the cost or value of services to be provided by credentialed teachers or administrators.
 - 2000. Classified Personnel Salaries. Enter in the proper column the cost or value of services to be provided by all participants who do not possess teaching or administrative credentials.
 - 3000. Employee Benefits. Applicant and Community matching funds may be entered here, but State funds are not be used for this purpose.
 - 4000. Books and Supplies. Enter in the proper column the cost or value of materials and supplies as well as items of limited reusability.
 - 5000. Services and Other Operating Expenditures. For example, contractor or labor costs; rental or utility costs.
 - 6000. Capital Outlay. Enter in the proper column the cost or value of any construction, site improvements or equipment of long-term value to be involved in the project.
 - Other Expenditures. Any other items not covered above.
 - Total Direct Costs. Total each column.
 - Indirect Costs. This figure is reached by dividing the total grant award by 1.085, and subtracting this dividend from the total grant award, which yields the total indirect costs.
- Note: indirect costs are figured on total direct costs, not total program costs. (See Attachment D)

\$10,000 divided by 1.085 = \$9,217: total direct costs

\$10,000 - \$9,217 = \$783 (rounded off): total indirect costs for the program

Attachment D Sample Budget Narrative

STATE FUNDS		
1000*	\$ 3,000.00	Ten days @ \$150/day for administrative and writing time for two program directors
1000	\$ 1,180.00	Layout and design for evaluation, compendia, and database
1000	<u>\$ 4,000.00</u>	Honoraria for teacher review team (Eight teachers @ \$125/day x four days)
	\$ 8,180.00	
4000	<u>\$ 1,037.00</u>	Purchase of curriculum materials for review
SUBTOTAL	\$ 9,217.00	
Indirect Costs	<u>\$ 783.00</u>	(See the "Instructions for Attachment C, Application for Funding Budget Summary" for information regarding the calculation of indirect costs)
TOTAL	\$10,000.00	
APPLICANT FUNDS		
1000	\$ 4,000.00	Teacher release time to review materials (eight teachers @ \$125/day x four days)
1000	\$ 1,420.00	Data entry
4000	\$ 1,200.00	Supplies
5000	\$ 1,720.00	Printing and digitizing
5000	<u>\$ 660.00</u>	Postage and telephone
SUBTOTAL	\$ 9,000.00	
Indirect Costs	<u>\$ 765.00</u>	(See the "Directions for Attachment C, Budget Summary" for information regarding the calculation of indirect costs)
TOTAL	\$9,765.00	
COMMUNITY FUNDS		
4000	\$ 2,800.00	Donated curriculum materials for review
5000	<u>\$ 750.00</u>	Shipping and handling
TOTAL	\$ 3,550.00	

*These category numbers (1000, 2000, etc.) correlate to the categories described on Attachment C (1, 2, etc.)

Attachment E
Project Summary and Goal Statement

Directions: Please answer the following questions on a separate piece of paper.

Give a short description of the applicant agency.

Project Summary:

Summarize your project in 50 words or less.

Program Goal Statement:

1. Describe the overall goal(s) of your project or program.
2. Supply the following information in sufficient detail to enable project readers to make an informed judgment on the merits of your proposal (refer to the Project Rating Sheet). Use additional sheets as necessary, but stay within the page limits discussed on page 18.
 - ▶ Why is this project needed? What specific problem does your project address? What research supports the need for corrective action? How is it important to those who will be affected by your project?
 - ▶ Target audience description. Who will benefit directly and/or indirectly from your project? You should give approximate numbers of your primary audience(s) (i.e., those to be directly served by your project, such as teachers in a workshop, or community resource people). Describe your secondary audience – those who will indirectly benefit from the project (i.e., students of teachers who attend the workshops and/or students served by community volunteers).
 - ▶ Target outcome(s). Describe the overall accomplishment(s) that you hope to achieve. Example: Each teacher in the district will be an effective environmental educator who enables students to gain the skills, knowledge, and attitudes necessary to make responsible environmental decisions.

Attachment F
Project Description

Please use additional sheets of paper to answer the following:

Which environmental education curriculum will be used? How does this curriculum align with the State Content Standards? Give one specific example and submit a representative sample of the curriculum with the application. (This question is not applicable for Networking Grants.)

Briefly describe the key personnel to be involved and their roles in the project. (Provide the name, qualifications and role of each individual in the proposed project.)

In what ways does the project address each of the Goals of Environmental Education described in Section II?

Has the lead agency for the project received any Environmental Education Grant Program funds in the last five years? If so, please name the project(s) and grant amount(s).

How will the project be continued in the next two to five years? Include the roles of the applicant agency and the community and plans for future funding of the program.

How will the program be disseminated?

List all community contributors, support organizations, and agencies involved in this proposal. Briefly describe the nature of their support.

Attachment G
Work Plan
(Instructions on next page)

Project Objectives: List the Primary objectives which are aligned with your project goals. Use one page per objective.

Describe major activities: Give a quantified description of the materials to be produced, facilities to be developed, or programs to be conducted. List the activities which are needed to accomplish your objective(s).

Note: State funds are generally made available in the winter (December to March), so please plan accordingly.

Objective:

Major Activities	J	A	S	O	N	D	J	F	M	A	M	J

Post-event/Program Evaluation of Objective:

Instructions for Attachment G, Application for Funding: Work Plan

Directions: Objectives are the “real world” things you will do as a means of achieving your goals. The objectives should be measurable. Use one of these forms for each of your objectives. Use additional pages if needed.

Quantified Description. Describe your objectives in quantifiable terms. Example: We will conduct four three-hour teacher in-service meetings for 25 sixth-grade teachers. At these meetings, we will. . .

Major Activities. List and describe the activities that you will conduct in order to complete your stated objective and indicate when you plan to have each activity completed. Example: Agenda committee will plan and conduct workshop by _____. Develop, print, and send our announcements by _____.

Self-Evaluation. Describe the methods and steps you will take in evaluating each of your objectives in terms of meeting your stated goals. Your evaluation should be quantitative (programs completed, number attending, materials projected, etc.) and qualitative (how effective was this objective in meeting the goals you set for it?).

Appendix A
Project Rating Sheet
Environmental Education Grant Program

Applicant Agency	Grant I.D. #	Amount Requested
Project Title	Amount Funded	Matching Funds
Grant Category: ___ Mini ___ Networking ___ Site Facilities ___ Implementation ___ Interdisciplinary		TOTAL SCORE:

Complete Application:

- ☐ Original application with all attachments and needed copies
- ☐ Authorized board approval
- ☐ Letters of Verification
- ☐ Site maps or other attachments

Funding: (Circle) Full / Partial / No Funding

Grant Reviewer: _____ Date: _____

SCORING CRITERIA

Grant Reviewer Comments (to be transcribed onto the Grant Review Funding Feedback)

A. Budget Change Recommendations (e.g., delete line items *x*, *y*, *z* in 4000 account #)

B. Mandatory Program Changes or Improvements (must be done to receive funding)

C. Recommended Enhancements (optional)

SCORING CRITERIA

A. Program Goals: (40 points possible)

___ 1. How well does the program focus on Environmental Education for its target audience? (10)

___ 2. Does the project seek to fulfill the CDE “Point of View on EE” 3 Goals for Env. Ed.? (10)

___ 3. To what degree is the EE program/project aligned with the State Content Standards? (10)

___ 4. Will the project likely result in a significant and lasting benefit for the target audience? (5)

___ 5. Is the need for the project adequately demonstrated/documented to warrant funding? (5)

___ SUBTOTAL

B. Plan of Action to meet objectives: (25 points possible)

___ 1. Is the program plan/design appropriate? (5)

___ 2. Is there an identified EE curriculum/program of demonstrated education value? (5)

___ 3. Are objectives reasonable and well planned? (5)

___ 4. How well will the project involve appropriate community organizations and other public agencies? (5)

___ 5. Are the roles of the applicant agency and program staff sufficiently defined and qualified to conduct the project successfully? (5)

___ SUBTOTAL

C. Budget: (20 points possible)

___ 1. Does the project provide a service or product reasonable for the funds requested? (10)

___ 2. Is the budget sufficiently detailed and verified with documented matching funds from both applicant and community? (10)

___ SUBTOTAL

D. Evaluation and future impact: (15 points possible)

___ 1. Are there provisions for measuring how well the project’s objectives were met and for reporting objective results of the project? (5)

___ 2. Are there provisions for the benefits of the project to continue in the future? (5)

___ 3. Are there provisions for the benefits of the project to be shared with an expanded audience? (5)

___ SUBTOTAL

___ OVERALL TOTAL

IV. STATE PRIORITY GRANTS

A. General Information

State Priority grants are more difficult to obtain than Competitive grants. State Priority proposals undergo a more stringent review process. In contrast to the Competitive grants, the primary purpose of State Priority grants is to benefit students in kindergarten to grade twelve *statewide*. For further information on the State Priority Grant application procedures, please request the “Application for State Priority Grants” from the OEE (see address on the front cover of this document).

B. CREEC Network

The CREEC Network continues to be developed under the guidance of the OEE. This statewide network, that began operation during the 1997-98 fiscal year, consists of thirteen regional hubs geographically similar to the CDE “Superintendent's Regions.” Each hub was created through regional fund-raising partnerships formed between local and regional organizations and the OEE. Hub funding was enabled by successful priority grant proposals written by regional organizers. CREEC Network grants provided by the OEE are often for \$21,500 per region with matching funds (\$10,000) required. Hubs typically employ two part-time coordinators, one for elementary grades and one for secondary.

The overall task of each hub is to facilitate the flow of environmental education information and resources across the region and California. To do so, coordinators have been hired to build a regional network that involves the following tasks:

1. Developing local and regional environmental education partnerships. Building a viable Advisory Committee that has representation from all regional environmental education stakeholders.
2. Acting as a clearinghouse and catalyst for improving the quality and quantity of regional environmental education.
3. Serving as a hub to facilitate the flow of information and resources in all directions (horizontally and vertically), e.g., school to school, school to state agency, agency to school, non-profit to school, to business, and so on.
4. Seeking out exemplary environmental education programs and projects to serve as environmental education models.
5. Organizing workshops and three quarterly regional meetings, and presenting at conferences.

6. Contributing to a quarterly EE newsletter for statewide distribution and a biweekly fax environmental education newsletter for network distribution. Though the CDE is not actively soliciting new proposals for regional hubs at this time, the CDE expects that in the future changes will be made intermittently in the network. If you would like more information about the network, a specific hub, or would what you can do to become an active participant in a regional hub, contact the Project Director, Bill Andrews, at (916) 322-9503.

V. RESOURCES FOR ENVIRONMENTAL EDUCATION

Where Do I Get More Information?

For information on:	Why?	Try:
Curricula	To make your selection of curricula easier!	The Environmental Education Compendia Series, available through the CDE's Publications Office. To order, call 1 (800) 995-4099, or check the series out on the CDE Web site at www.cde.ca.gov/cilbranch/oe , or call our office at (916) 322-9398 for information on how to get free copies.
<i>A Child's Place in the Environment</i>	To find about an award-winning elementary environmental education curriculum	<i>A Child's Place in the Environment</i> is a grade 1 – 6 curriculum series that provides elementary school teachers with an interdisciplinary multicultural environmental education program. ACPE is conceptually aligned with three of State Content Standards. Student pages for all six units are available in Spanish. To order, call Olga Clymire at Lake County Office of Education at (707) 263-7249.
CREEC Network	Get connected with environmental education statewide!	See page 40. This network provides excellent access to teacher-useable information about high quality environmental education resources. Call Bill Andrews at (916) 322-9503 (see page 45 for your region's contact person).
Descriptions of funded grants	To get ideas on environmental education projects and programs.	Call our office at (916) 322-9398 to obtain a copy of the EEGP Grant Descriptions booklet.
Projects and programs coordinated by the OEE	To obtain information on what our office does, besides the grant program.	Call our office at (916) 322-9398 to obtain a copy of "Environmental Education Projects and Programs" for the current fiscal year.
Environmental education at other California state agencies	To find out about other environmental education programs - some things <i>are</i> free in life!	Visit the CEEIN Web site at http://ceres.ca.gov/education/ceein or call our office at (916) 322-9398 to obtain information on the California Environmental Education Interagency Network.

Environmentality Challenge Project	Want your fifth graders to win a trip to Disneyland and learn to care for the environment?	The Environmentality Challenge Program is a statewide contest for fifth grade students. The class winning the grand prize wins a trip to Disneyland. Visit the Environmentality Web site at www.oehha.ca.gov/ceein/jim/index.htm , call the hotline at 1(800) 290-0299, or call the OEE at (916) 322-9398.
Environmental education events around the state	For information on other fairs and special events - how about taking a field trip to one?	There are several environmental education events held annually that may be interesting to you. Contact the OEE at (916) 322-9398 for more detail on events in your area.

California Regional Environmental Education Community (CREEC) Network Regions

Regional Offices



1. Del Norte County Unified School District
2. Shasta County Office of Education
3. Yolo County Office of Education
4. WestEd
5. Santa Cruz County Office of Education
6. (North) San Joaquin County Office of Education
(South) Stanislaus County Office of Education
7. Central California Science Education Leadership Association
8. San Luis Obispo County Office of Education
9. (North) San Diego County Office of Education
(South) Rancho Mission Viejo Land Conservancy
10. San Bernardino County Office of Education
11. TreePeople, Inc.

California Regional Environmental Education Community (CREEC) Network
Coordinator Contact List

Reg	Name	Organization	Address	Phone	Fax	Email
1	Natalie Schaefer, Coordinator	Del Norte County Unified School District	301 W Washington Blvd Crescent City, CA 95531	(707) 464-0730	(707) 464 0705	nschaefer@delnorte.k12.ca.us
2	Allen Harthorn, Coordinator	Shasta County Office of Education	500 Orange Street Chico, CA 95928	(530) 879-0887	(530) 879-0885	ahart@harpos.to
3	Panna Putnam, Coordinator	Yolo County Office of Education	1240 Harter Avenue Woodland, CA 95776	(530) 668-3713	(530) 668-3850	putnam@ycoe.org
4	Maria Laxo, Co-Coordinator	WestEd	3876 Fruitvale Avenue Oakland, CA 94619	(510) 482-3748	(510) 336-3538	mlaxo@hotmail.com
4	Laura Powell, Co-Coordinator	WestEd	41 Wilmington Drive Petaluma, CA 94952	(707) 775-3593	(707) 775-3593	bacreec@home.com
5	Carole Mulford, Coordinator	Santa Cruz County Office of Education	809 H-Bay Avenue Capitola, CA 95010	(831) 479-5336	(831) 479-5236	carolemu@santacruz.k12.ca.us
6A	Julie Schardt, Co-coordinator	San Joaquin County Office of Education	P.O. Box 213030 Stockton, CA 95213-9030	(209) 468-9119	(209) 468-9170	jschardt@sjcoe.net
6A	Wendy Harrison, Co-coordinator	Calaveras County Office of Education	P. O. Box 760 Angels Camp, CA 95221	(209) 736-6009	(209) 795-8148	wandw@goldrush.com
6B	Tricia Dunlap	Stanislaus County Office of Education	1100 H Street Modesto, CA 95354	(209) 525-6604	(209) 525-6962	tdunlap@bigvalley.net
		Tuolumne County Superintendent of Schools Office	175 South Fairview Lane Sonora, CA 95370	(209) 536-2015	(209) 536-2003 "Attn Jill C for Tricia D"	tdunlap@bigvalley.net
7	Trudy Tucker, Coordinator	Sierra National Forest	57003 Road 225 North Fork, CA 93643	(559) 877-2218 x 3126	(559) 877-3108	tlucker@fs.fed.us
7	Robin Madrid, Coordinator	California Department of Fish and Game	1234 E. Shaw Avenue Fresno, CA 93710	(559) 243-1462	(559) 244-2984	rmniemi@yahoo.com
7	Paul Slocombe, Coordinator	The Discovery Center	1937 N. Winery	(559) 299-5185	(559) 299-5185	paulslocombe@mediaone.net
8	Chris Cameron	San Luis Obispo County Office of Education	1670 7th Street Los Osos, CA 93402	(805) 528-7633	(805) 528-7633	clifechris@aol.com
9A	Dave Massey, Coordinator	San Diego County Office of Education	6401 Linda Vista Rd. San Diego, CA 92111-7399	(858) 292-3733	(858) 576-9827	dmassey@sdcoe.k12.ca.us
9B	Nona Reimer, Coordinator	John Malcom School	32261 Charles Ave Laguna Niguel, CA 92677	(949) 248-0542	(949) 248-7697	f12tch@aol.com
		Home	3488 Paseo Flamenco San Clemente, CA 92672-3518	(949) 661-2553	(949) 481-2553	f12tch@aol.com
10	Carolyn Creel, Coordinator	San Bernardino County Office of Education	601 North E Street San Bernardino, CA 92410	(909) 386-2797	(909) 386-2667	carolyn_creel@sbcss.k12.ca.us
11	Debbie Edgar, Coordinator	TreePeople	12601 Mulholland Drive Beverly Hills, CA 90210	(818) 623-4876	(818) 753-4645	dedgar@treepeople.org

FINAL REPORT COVER PAGE
AND FORMAT FOR
ALL COMPETITIVE AND STATE PRIORITY GRANTS

Please use this as a cover page for your report.
Return completed form and your report to:
California Department of Education
Attention: Bill Andrews, Office of Environmental Education
830 S Street
Sacramento, CA 95814

Grant ID Number/Year of Grant: _____ Contact Person: _____

Phone Number: _____ Fax Number: _____

Applicant Agency: _____

Address: _____

Name of Project: _____

Return this completed Final Report form and any supporting materials that you have developed throughout this project (i.e., announcements, important articles in the media, correspondence, awards) postmarked by the deadline indicated in the "Guidelines for Application."

PLEASE ADDRESS THE FOLLOWING IN YOUR FINAL REPORT:

1. Project results: Please provide information for the following items listed below (some may not apply to your project; use of a list or table format is acceptable):
 - a. Number of student participants
 - b. Number of faculty participants
 - c. Number of administrative participants
 - d. Number of participating schools
 - e. Number of community participant
2. Project accomplishments: Please describe the goals and outcomes of the project. Include both quantitative and qualitative information.
3. Continuing benefits: Describe how the project will continue to benefit future generations of students. Include information on plans for future funding.
4. Dissemination efforts: Please describe your outreach efforts and list other schools, agencies, and organizations that participated in your program.
5. Budget: List and describe how funds from all sources were utilized in the project. Please use the same format as in the Sample Budget Narrative in the "Guidelines for Application" booklet. Attach one copy of the Budget Narrative (Attachment D) and the Grant Review Funding Feedback form for this grant.

PLEASE COMPLETE THE FOLLOWING AND SIGN BELOW:

Final Budget Balance: Please note that any funds not expended during the grant period must be returned to the California Department of Education. If you have any questions on the completion of this report or have leftover funds, please call the Office of Environmental Education at (916) 322-9503.

AMOUNT FUNDED _____ BALANCE _____

I certify that this is a complete and accurate report of our project funded by the Environmental Education Grant Program Award.

AUTHORIZED AGENT (Please Print)

SIGNATURE

DATE